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City of Oakland, California

Mayor's Commission on Education

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MISSION

The Commission's charge is to review the current state of Oakland's public schools and recommend steps that will lead to significant improvement in student performance. The work of the commission should be complete within two to three months and will include public hearings.

The Commission includes 16 key civic and educational leaders, two of whom were involved in the 1991 Commission for Positive Change (CPC), the last major community effort to study reform in Oakland schools. The Commission will consist of Ed Blakely as chairman, and the attached 16 civic leaders, activists and educators.

The Commission will consider:

Governance
Charter changes to permit alternative methods of selecting school board members.

Increased Resources
Possible new sources of revenue to fund longstanding, unmet needs of the District.

School Advisory Ballot Measure
Providing voters with an opportunity to vote on policies and accountability measures to guide the District in its reform efforts.

School District-City of Oakland Relations
Identifying areas for aligning School District and City of Oakland services to provide maximum support for improved educational performance.

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MAYOR'S COMMISSION ON EDUCATION

RECOMMENDATIONS -- EXECUTIVE SUMMARY

WHAT'S THE ANSWER?

--SCHOOLS THAT WORK!

Student Performance Must Improve

The test scores and building survey results are in, confirming a diagnosis that many Oakland parents, students, and community leaders already suspected. While there are many good schools, poor performance and unsafe conditions are epidemic in Oakland's public school system-Numerous reports, dating back to the Commission on Positive Change (1990), have proposed sweeping changes in the School District. Few of these changes have been made. This situation leads many citizens to wonder whether significant change can occur.

Under Oakland's current charter, the Mayor has no formal connection to the Oakland Unified School District ("the District") and no authority over school operations. Nonetheless, the Mayor must lead reform of the public schools because the problems facing the schools affect the prosperity of all Oakland residents and businesses. The Mayor is the most visible and powerful City official. Citizens turn to the Mayor, Oakland's highest elected official, with their concerns and complaints about schools, regardless of his direct responsibility. Prospective businesses and existing businesses raise their concerns about housing values, neighborhood strength, the community's appeal to professionals, and the availability of a high quality workforce. Parents raise concerns about the condition of school buildings, their children's safety, the quality of teaching in Oakland schools, and their children's preparation for college or employment. All of these issues are directly linked to the performance of Oakland schools.

Recent improvements in City governance are leading to improved City performance. This has fostered some optimism that substantial and positive change could occur at the District and lead to improved Oakland public school performance too. In June 1999, Mayor Jerry Brown appointed sixteen civic leaders, activists and educators to a Commission on Education. The Commission's charge was to review the current state of Oakland's public schools and recommend steps that would lead to significant improvement in student performance.

The Mayor's Commission investigated several topic areas—governance, standards, accountability, teacher and administrator quality, curricula, and community collaboration—looking at root causes of low achievement, alternative programs, and results. The Commission read letters, e-mail, articles and reports from individuals and organizations. It

heard presentations and testimony from parents, past and present School Board Members, teachers, students, experts and concerned citizens. The Commission also considered information and suggestions offered in telephone calls, meetings, and other conversations.

The Commission examined school board governance structures in Oakland and in other communities facing similar educational challenges. It reviewed the District's needs and resources. It examined approaches to teaching and learning that are used here and elsewhere, successful school collaborations with community entities and local government, and strategies for enhancing the quality of teachers, administrators, and other staff.

Today Oakland schools host many programs that focus on particular problems or beneficiaries. School priorities shift with the tug and pull of each Federal program, State mandate, and District requirement. Human and financial resources are stretched across uncoordinated agendas. The result is marginal, incremental change and little measurable progress in student performance.

For each proposal, the Commission considered, "How would this recommendation affect students' performance in the classroom?" However, no one idea was sufficient to create and sustain major improvement to Oakland's complex educational problems. The Commission sought to unite complementary ideas into a system of coordinated action that focused on the school as the unit where improvements should be aimed and measured.

A Comprehensive & Timely Approach

During two months of testimony and research, the Mayor's Commission on Education was frequently advised, "There is no silver bullet" that will slay the beast of low performance. There is no magic potion that will instantly cure what ails Oakland's public school system, no Shangri-La where sustained continuous improvement is unnecessary, and no goose laying golden eggs to pay for improvements.

Each of the changes recommended by the Mayor's Commission on Education can help improve student learning, but they will be most effective if implemented as a whole. With a comprehensive approach, we can make dramatic improvement in several critical areas–such as reading and math competency and building safety—while we take the time to create a system where continuous innovation and improvement will be the norm. Our children are too precious a resource to waste, and the stakes—their future and ours--are too high to ignore. Each year that goes by without improvement has a dramatic effect on the future of children now in school. It is time for Oakland citizens to seize this opportunity to implement real, comprehensive change.

Even after implementing these recommendations, there will be much more to do, and every member of the community must help. Making these changes will help make Oakland a city where:

- every school is safe, clean, and designed to meet student learning needs;
- every teacher is well trained and highly qualified;
- all students have access to programs that prepare them to enter higher education and the economy, and to function as citizens;

- every student has access to financial resources for college;
- every business and organization can find a trained and educated workforce;
- every resident is proud of the craft and creativity of our citizens; and
- every resident shares responsibility for the education and well being of Oakland's youth.

An overwhelming majority of Commissioners agreed about the important educational reform issues addressed in this report. Furthermore, even when Commissioners dissented about a particular recommendation, they unanimously believed these recommendations should appear on the ballot for Oakland voters to support or oppose.

Create a *System of Schools* – Not a *School System:*

Increase Program Variety, Options for Choice, & Quality at Every School

The Mayor's Commission on Education recommends a dramatic new approach to improve education in Oakland. Oakland must change its **school system** to **a system of schools** *that work*. The Oakland Unified School District needs a totally new mandate. The District should embark on a long term program that increases the opportunity for parents and teachers to participate in a small school that offers an innovative curriculum that is exciting for teachers and rewarding for students. As facilities and sites become available, the District should support smaller school settings. In small school settings, teachers have a better opportunity to engage with parents in crafting unique curricula and related educational activities that meet the students' and communities' needs. Smaller schools are linked to reduced student violence on campus and an improved learning environment. Smaller schools and smaller classes, according to much research, yield better outcomes for students

The Commission believes that a successful system of schools should give parents a range of choices because no one type of school is best for every student. To create such diversity, the Commission recommends that the School Board create policies that encourage a rich variety of alternative educational formats allowing for smaller schools, schools within schools, and charter schools. Schools might adopt a non-traditional calendar by extending the school day, conducting Saturday classes, or adopting alternate year around school years and other patterns that enhance the curricular approach of the school.

Research about effective education programs demonstrates there are many paths to success. Each school should have the program design and budgeting flexibility to choose teaching and learning approaches that will be effective in its setting. One school might require a ninety-minute reading period, for example, while another combines English and History classes to increase school-wide reading and writing skills.

Parents should have multiple schools to choose from in an attendance area. Effective schools should be models for new schools. Ineffective schools should be closed and reopened as new schools. Many schools operate at or over capacity now. Finding facilities for new schools is a challenge. The District should consider nontraditional locations, if they meet seismic safety standards, such as vacant fire stations or churches. The District should also support efforts by teachers, principals and community members to create smaller schools within facilities that have over one thousand students.

The District must move away from top-down, administrative management, from a command and control decision-making model that deprives principals and teachers of their professional problem-solving responsibilities. The professionalism of teachers and principals is reinvigorated at small public schools where they design curricular choices to create schools that work. The District must move toward a decentralized system of schools in which site-based management fosters data-driven, customized approaches that work for the unique populations and circumstances of each school. The District's role should be to support efficient school operations, not to stifle innovation; to demand outcomes, not to mandate methods.

Schools cannot make these transformations alone. Administrators, teachers, parents, students and the community must form new—and expand old—partnerships that will guarantee richer and stronger educational outcomes. Each Oakland community includes a diverse group of students, parents, staff, teachers, administrators, business owners and other community leaders. These individuals can collaborate to create a common vision, clear purposes, and focused strategies to guide each school toward the success of every student. Oakland should build its system of schools from the teamwork, energy, and enthusiasm of these leaders at every school.

The District should give schools the freedom to select a variety of approaches to teaching and learning; but regardless of which approach a school selects, its program must meet the District's established standards for program performance and fiscal accountability. The Commission acknowledges that standards alone do not reform schools. Nevertheless, it recommends that the District reinforce its district-wide, uniform performance goals.

A very important District goal the Commission endorses is that every school's program improve the educational success of the bottom quarter of students at that school. Decentralized schools will still need the professional support of District staff. Schools that stumble will need help so that their students do not flounder.

The Commission recommends that voters renew the existing $75 parcel tax, which expires in 2002 (and will appear on the ballot for renewal in 2001). The Commission proposes that a portion of this revenue help fund start-up costs for new schools, schools-within-schools, and other program costs to improve student achievement. The Commission also proposes that voters approve a new parcel tax, discussed in the next section, to improve teacher compensation.

Set High Performance Standards for All Schools:

Reduce the Achievement Gap & Improve Educational Quality

In an advisory ballot measure, the Commission asks Oakland citizens to support its call for Oakland schools to meet the following achievement challenges:

- District-wide elementary school test scores at or above statewide averages on SAT 9 reading and math tests by 2002.
- District-wide middle and high school test scores at or above statewide averages on SAT 9 reading and math tests by 2004.

These are ambitious achievement goals. In Spring 1999 tests, only 32% of Oakland's public elementary students scored at or above the national average in reading and in math. Middle school students did less well, with 30% scoring at or above the national average in reading and 27% scoring at or above the national average in math. Comparable statewide averages in each case were 54%. Oakland high school student performance also lagged behind statewide averages. Only 24% of District high school students scored at or above the national average in reading, compared to 40% statewide. Thirty-two percent of District high school students scored at or above national averages in math, compared to 51% statewide.

Oakland schools have made some progress over the years. However, student performance lags far behind state and national averages. The goal of this Commission's recommendations is to place Oakland at or above the norm of schools in California. We can do this. The means to measure it are already available in an expanded State testing framework to provide clear evidence of achievement. The Commission feels that the SAT 9 reading and math scores will be potent indicators of students' learning.

The Commission recommends that voters approve a new $75 parcel tax that would fund a pay increase for teachers, principals, and site administrators every year that the District meets the SAT 9 reading and math achievement goals stated above. In any year that the goals were met, the parcel tax would be placed on the tax roll and the pay increase would be paid in the following year. In any year that District test scores did not meet the goals, this parcel tax would not be collected. With a district-wide payment trigger, high-performing schools would have some incentive to help low-performing schools improve their students' performance. In addition, middle and high schools will be encouraged to assist elementary schools to assure

that their students have an adequate reading and math foundation to succeed in later grades.

This recommendation is aimed at reinforcing the District's plan to adopt curriculum standards, to require that each school adopt programs with strong educational content, and to recruit teachers to deliver this education to all District students. There is no substitute for a rigorous education.

The Commission realizes there are significant achievement gaps across the school district. This recommendation promotes high achievement in every school throughout the District. The District should act to help schools that may fail to meet statewide achievement standards within the specified timeframe. Where school achievement already meets State norms, the District should and must have high expectations so that students in these schools are challenged and the District as a whole meets or exceeds State mandates.

Provide Safe, Modern Facilities that Reduce Overcrowding.

Our students, parents and community deserve safe, clean, modern facilities of an adequate size to prevent overcrowding and to accommodate a variety of teaching approaches. Over 600 citizens joined State auditors inspecting conditions at 72 Oakland schools during July 1999. Sixty-nine schools received a letter grade. Thirty received a D or F. When auditors returned in September 1999, 37 schools had improved, but 13 still received a D or F.

Where modernization is completed and routine maintenance is current, conditions for students and teachers are admirable. Where the District has deferred maintenance and modernization has not yet occurred, conditions are often unsafe. In many cases, students have further defaced facilities with vandalism and graffiti.

Overcrowding is so severe at some schools that they must operate year-around dual shifts. These schools house classes in portable facilities where roofs leak, winter heating is inadequate, summer cooling is nonexistent, and water for science labs must be carried from the building next door. Most of us would refuse to work in conditions that were this poor.

Poor facilities lead to poor behavior. As we build quality facilities, we must also enforce a high standard of student behavior in these facilities. Therefore, the Commission proposes that students and parents be held accountable for any destructive behavior that degrades school facilities. Each school should have adequate social, psychological and educational counselors available to reduce behavioral problems that might interfere with student learning. The District should set guidelines to help schools develop programs tailored to their needs and prepare staff and teachers to deal with violence and other destructive behavior at their sites.

An independent audit prepared for the District estimates that the District needs $600 million to make repairs, complete

modernization, and construct seven new schools. $38 million is available now from existing sources to complete work that is underway. Measure C funds will provide another $93 million. State matching funds could provide additional revenue if Oakland citizens support a 20-year bond to finance facility improvements and school construction.

The Commission supports passing a bond measure for school facility repairs, modernization, and new construction. As we modify, improve and redesign our school sites and facilities, we should consciously accommodate smaller schools, arts programs, and new technologies. The Commission also encourages the District to work collaboratively and creatively with the City, Port, County, and State. These partners should forge new relationships to use their resources jointly for educational purposes.

Make Reading the Center of the Curriculum.

Students need to learn to read so they can read to learn for the rest of their lives. Each school should select a reading approach with a proven record of success, suchas *Open Court* or *Success for All*, thatwill be effective with thatschool's population. There are only a few reading programs that research demonstrates are successful in improving reading levels. *Success for All* and *Open Court* are among the few programs that are known to succeed. Effective reading programs typically provide concentrated time (often 60 to 90 minutes) for reading each day. A school may move students to reading groups independent of their grade levels to maximize learning. Teachers assign readings that will capture student interest. As students are stimulated to learn, teachers provide more challenging reading material.

Reading is the key to educational success. It is the center of an enriched curriculum with increased emphasis on the arts and sciences. Schools shoulduse readingand the language arts as vehiclesto improve overall studentperformance at every level and in every school. Studies show the arts are a critical ingredient in reading and math performance. Therefore, schools should design arts and performance areas that supplement student performance.

The Commission believes all children can learn irrespective of background or circumstances. Therefore, each school site must develop curricula and standards consistent with District and State guidelines, with the expectation of student success. Moreover, the Commission affirms teachers' and parents' interest in measuring progress toward well-articulated high standards, at every grade level, and in every school. Therefore, the Commission strongly endorses the District's plan to use multiple measures to monitor each student's progress throughout the year at every school. With this information, teachers can make midcourse adjustments in their teaching approach; students can redirect their learning energy; and parents, mentors, tutors, teachers and other staff can give students timely guidance and assistance with their learning techniques.

Allow Each School to Select Qualified Teachers & Staff.

The key to good education remains the teacher. The teacher must be treated as a professional, expected to perform as a professional, and compensated as a professional. As professionals, teachers should be involved in the selection of their peer educators and school staff.

Site administrators and principals must be free to choose the best teachers, counselors and other staff from the pool of all teachers and staff within and outside the District. They must be allowed to select employees without favoritism and regardless of seniority to meet the particular needs of their schools. Site administrators and principals must also be responsible for assessing all teaching and other staff at their schools and for removing poor performers.

To enhance the pool of teachers and other staff, the District must first compensate them at levels that are competitive in the San Francisco Bay Area. The highest priority must be adequate compensation for teachers. In addition, the City should include teachers and principals in housing incentive programs currently provided to City Police and Firefighters. The Commission also recommends that the District expand its teacher, administrator, and staff development programs. The District, in cooperation with higher education institutions in the region, should establish a district educator academy that offers high quality continuous development programs for teachers and other staff at every level. Participants must help design these programs so they are useful to the attendees.

The Commission further proposes that qualified and fully credentialed teachers be assigned to every classroom at the beginning of the school year. Teachers should be encouraged and assisted by the District to increase their qualifications by achieving national credentials and other specialized training that enhances their ability to meet the diverse needs of students in the District.

Provide Clear Accountability & Reward Schools that Achieve.

One of the greatest frustrations expressed by citizens, teachers, and students is a lack of clear accountability at every level within the Oakland public school system. School Board policies and programs are frequently undermined by administrative or staff actions or by external circumstances. Parents, principals and teachers often believe different authorities control decisions, which hampers their effectiveness when asking for changes. Clear definitions of authority and accountability will eliminate this confusion that undermines change.

The Commission strongly recommends that the School Board function as a policy leader, not a micro-manager. To this end, the Board should:

- Develop a long-range (at least 5-year) plan to achieve the "System of Schools" advocated by the Commission and submit it to the community for public comment. The plan

should include teacher and staff development initiatives, curricular frameworks, accountability standards, and reporting procedures.
- Set up committees, ombudspersons and commissions to be the hearing agencies on issues such as student discipline matters.
- Create a Capital Planning and Budgeting Commission, composed of experts coordinating with City staff, that reduces the Board's direct role in large-scale capital projects.

Conversely, the Board should follow its existing policies to avoid usurping the Superintendent's responsibility or micro-managing school actions. The Board should not do the following:

- Approve specific payments or expenditures below $25,000.
- Approve specific field trips, student transfers and the like.
- Be involved in specific hiring and firing decisions below the level of senior district administration.

The Board must hold itself, its administrators, and staff accountable for achieving policy goals. This accountability should be very clear. Therefore, the Commission recommends that the District follow the pattern of other large urban school districts and reward its senior administrators based on well-defined performance outcomes such as:

- Number of students reading and doing math at grade level.
- Number of students taking and passing college preparatory classes.
- Graduation rates.
- Teacher attendance rates.
- Retention of teachers in the district.

In addition, the Commission recommends that the District hold each school accountable for a common set of performance measures. These might include:

- Parent and community participation.
- Reductions in suspensions, detentions and truancy.

- School performance on District-wide proficiency measures.

The school community should also select measures that respond to the particular needs of the population at that site. Examples include the following:

- Improvements in student health & nutrition.
- Number of multicultural events and course offerings.
- Number of students in educational enrichment programs.
- Number of students involved in community service activities.

The Commission recommends that the Mayor, in cooperation with the School District, develop special citations, awards, and grants for schools that meet or exceed State, District, and site performance criteria. Rewards should be given to the school as a whole. The private and nonprofit sectors could develop the resources to implement this recommendation.

The Commission further recommends that the School Board adopt the fiscal and physical plant standards recommended by the State Superintendent of Instruction's Fiscal Crisis Management Action Team (FCMAT) following its assessment, conducted in 1999. The Board should provide for periodic independent audits with reports provided to the Board and the Oakland community at least annually. City Auditor staff could be a contract resource for audit activities. Regular independent audits would improve the Board's ability to monitor District performance and would increase voter confidence in bond and other tax expenditures.

Collaborate to Make Oakland a Learning Community

Oakland has a strong history of community organization and activism to support youth development and learning. During the past fifteen years, community and school leaders have piloted and expanded efforts to link the entire community into a collaborative service-delivery system to support education for youth and lifelong learning for all citizens. Oakland should continue these efforts to coordinate programs and resources, to foster broad public involvement in education, to expand program productivity, and to use resources efficiently (by increasing leverage and reducing redundancy).

The Mayor's Commission endorses developing a *citywide learning community* that engages organizations, businesses, youth workers, parents and the youth themselves. The Commission encourages schools to enter collaborative arrangements with community groups, higher educational institutions and other organizations to expand and enhance the educational offerings that make schools more attractive to students, parents, and teachers. City and County government should be drawn into a cohesive web of engagement in the success of Oakland public schools. The Mayor can play an important role in facilitating and creating these partnerships.

The Oakland strong mayor system of governance allows the Mayor to coordinate City service delivery to support public education. The Commission proposes that the Mayor exercise this authority to initiate agreements between the City and the District for the joint use of technical capabilities, such as telecommunications, computing, library, and police services. The Mayor can also convene elected and appointed officials from the County and the State to improve the coordination between family and children's services with school programs. The Mayor can lead the City, Port and County into agreements about sharing and exchanging resources to support learning. Finally, the Mayor can support existing and potential collaborative initiatives, such as the Village Centers, by providing leadership, recognition, resources, and technical assistance.

For example, each public agency operating in Oakland has important resources that can augment education. To this end, the Commission suggests that the Mayor invite each governmental jurisdiction within the city limits of Oakland (including AC Transit, BART, East Bay MUD, the State of California, and federal entities,)

to develop specific programs with the District to enhance the performance of students in the district. These programs could range from joint use of facilities, to internships for students or teachers, to release time for staff to identify and lead class projects and other activities that enhance the curricula of schools.

In addition, the Mayor should lead the City, County and District into a new contractual relationship to identify opportunities for land banks, land leases, and lands swaps that might be used for future school sites. The City, County and Port should examine their property, including parks, for possible use as school or community service sites. These sites could expand resources for before- and after-school programs, parent education classes, and social services supports that enhance education.

Finally, the Mayor can support existing local efforts throughout Oakland by advocating for a review of their effectiveness in enhancing student performance and promoting those demonstrating success. The Mayor's support could also include forging connections between governmental agencies and the nonprofit partnerships, aligning City policy and resources to provide for partnership sustainability and strategic growth, ensuring that neighborhood service teams work with the various partnerships in their area, and creating a strong team of corporate partners to provide a funding pool for the partnerships.

To Implement the Above Recommendations, the Commission Proposes to the People of Oakland

The Commission recognizes the value of a clear strategy, strong leadership, and a Board united around that strategy to implement and sustain change. The Commission believes that these recommendations, implemented as a whole, will create system-wide improvement. The Mayor should lead this reform because the Mayor is able to engage the broader community (including citizens, business leaders, other governmental organizations) to support educational needs in Oakland.

This package of recommendations is intended to be implemented quickly and completely to attain massive improvement soon. Therefore, it is necessary to have a governance body that has the goals articulated in this report as its central agenda. The Commission examined alternative governance mechanisms, including having the Mayor add a few appointed members to the School Board or support a slate of candidates to be elected. The Commission found that many urban schools with fully appointed boards have succeeded in changing how education is delivered and are achieving improved student performance.

Oakland needs swift, directed improvement now. Change has been impeded in all previous groups' recommendations because the governing body, the School Board, has not been charged with implementing them and did not unite behind one agenda. The

Commission proposes an appointed Board for four years, coincident with the performance standards listed below.

With an appointed Board, accountability will be clear. Board Members will be accountable to the Mayor for their charge. The Mayor, in turn, will be accountable to Oakland's citizens for implementing reforms endorsed on the ballot advisory. After four years, Oakland voters would review and evaluate this Board selection process when they consider its renewal or sunset.

A.Ballot Advisory

The Commission recommends that Oakland citizens support the following ballot advisory measure:

Shall voters endorse the Mayor's Education Commission's call for Oakland achieving statewide test averages for elementary schools by 2002, and middle and high schools by 2004, by establishing a system of diverse and excellent public schools that:

- provides safe, modern facilities;
- requires each school to adopt a successful reading program;
- allows each school to select and remove its teachers and staff;
- sanctions and rewards schools based on performance; and
- initiates City/County collaborations to support education?

This recommendation reflects the unanimous view of the Commissioners and sets forth expectations for the School Board, regardless of whether the Board is appointed or elected.

BCharter Change

Past Oakland school reform plans have not been fully implemented. To enhance the likelihood that the reforms described above will be fully and faithfully implemented, the Commission recommends that Oakland citizens support the following charter amendment:

- A City Charter amendment allowing the Mayor to appoint the School Board members, one from each of the current districts, as permitted in Article 9, Section 16 (a) of the California Constitution.

- A provision in the Charter to sunset or reauthorize the amendment in 2004 after student performance has been measured in statewide tests in 2002 and & 2004.

The Commission recognized several benefits to creating a stronger link between the School Board and the City. Commission members considered a variety of ways to strengthen this tie. The Commission

examined having the Mayor appoint some or all of the School Board Members, expand the Board by adding some appointees, support a slate of candidates for election, or serve on the Board himself. The Commissioners examined the evidence from other large urban districts and concluded that the having the Mayor appoint all seven Board Members would be the best strategy for Oakland now.

The Commission would expect this amendment to create the following benefits

- The Mayor could use the appointment process to create a diverse board with the vision and capacity to carry out strong policies implementing change.
- A Mayor-appointed board would be more cohesive, able to act for the entire district, and not be beholden to special interest groups.
- A Mayor-appointed board would be freed from fund-raising and other elected office holder obligations. Appointed board members would be able to focus solely on their responsibilities as agents for the education of all our children.

In addition, the Commission believed that School Board Members should continue to reflect the diversity of the city and the interests of the city's geographic districts. Therefore, the Commission concluded that the Mayor should appoint representatives from the current districts, using an application and selection process to be determined later.

This charter change recommendation reflects the views of the majority, but not all, of the Commissioners.

C. Funding

The Commission heard testimony that the District has sufficient financial resources to implement the Commission's school recommendations with the following exceptions: school facility repairs and new construction; new or expanded programs to strengthen student performance; and augmented teacher, principal and site administrator compensation. Therefore, the Commission supports the following funding recommendations:

Bond

Oakland property owners now pay $26 per $100,000 of assessed value for a bond voters passed on November 8, 1994 (Measure C). The Commission recommends that Oakland voters approve a new 20-year bond that would increase the tax rate by $94 per $100,000 of assessed value. This new tax revenue would be added to Measure C funds and State Modernization funds to create the $600 million needed to make school facility repairs, complete modernization, and construct seven new schools. The State Modernization money is

only available as a match to local revenue. The School Board should propose this ballot measure for the March 2000 election.

Parcel Tax

The Commission recommends that voters renew the existing $75 parcel tax, which expires in 2002 (and will appear on the ballot for renewal in 2001) and approve a new $75 parcel tax. The Commission recommends that a portion of the renewed parcel tax revenue be used to help fund start-up costs for new schools, schools-within-schools, and other program costs to improve student achievement.

The Commission recommends that the new parcel tax revenue be used to provide a salary increase to teachers, principals and site administrators in years when students in District elementary schools meet or exceed the statewide SAT 9 reading and math averages, beginning in 2002. In 2004, an added condition for payment would be that middle and high schools meet or exceed statewide SAT 9 reading and math averages. These performance requirements and salary increases should be included in teacher, principal and site administrator contracts. This parcel tax would not be collected, and these salary increases would not be paid, in the years when District-wide scores did not achieve these performance goals.

Private, Nonprofit, Grant Resources

The Commission further recommends that the Mayor, in cooperation with the District, develop special citations and awards for schools that meet or exceed State, District, and site performance criteria. The Mayor and District should work with the private and nonprofit sectors to develop resources to implement these rewards to schools.

These funding recommendations reflect the unanimous view of the Commissioners.

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